

# TRANSITORY IMPAIRMENT DOCUMENTATION

## Testing Accommodations Chart

Student Name: \_\_\_\_\_ Duration From: \_\_/\_\_/\_\_ To: \_\_/\_\_/\_\_

### North Carolina Testing Program<sup>1</sup>

A transitory impairment is an impairment with an actual or expected duration of six months or less. Select the appropriate state assessment(s) and testing accommodations that will allow the student to demonstrate his/her knowledge. Accommodations listed on the Transitory Impairment documentation must be used routinely during instruction and similar classroom assessments. Approved accommodations for students identified with transitory impairments include those accommodations that are approved for use by Section 504-eligible students. For specifics regarding accommodation use and availability for specific tests, refer to the *Testing Students with Disabilities* publication, available at <http://www.ncpublicschools.org/accountability/policies/tswd>. Provide a brief description of the student's transitory impairment (including expected duration):

Transitory Impairment teams must select only those accommodations that will not invalidate the score on an assessment.

<input type="checkbox"/> Student WILL Participate in the Standard Test Administration WITHOUT Accommodations  <b>NC Testing Program</b> <b>State-Approved Testing Accommodations</b>		Grades 3-8			Grades 5 & 8		End-of-Course Assessments			CTE Post-assessments	Tests of English Language Proficiency Grades K-12 <input type="checkbox"/> W-APT™ <input type="checkbox"/> ACCESS for ELLs 2.0®				North Carolina Final Exams			
		BOG <sup>3</sup>	ELA Reading <sup>2</sup>	Mathematics <sup>2</sup>	Science <sup>2</sup>	English II <sup>2</sup>	NC Math 1 <sup>2</sup>	NC Math 3 <sup>2</sup>	Biology <sup>2</sup>		Reading	Writing	Listening	Speaking	English <sup>2</sup>	Math <sup>2</sup>	Science <sup>2</sup>	Social Studies <sup>2</sup>
Braille Edition																		
Large Print Edition (not for online assessments)																		
One Test Item Per Page Edition (not for online assessments)																		
Assistive Technology Devices: Specify _____																		
Braille Writer/Slate and Stylus (Braille Paper)																		
Cranmer Abacus																		
Dictation to a Scribe																		
Interpreter/Transliterator Signs/Cues Test																		
Magnification Devices																		
Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator (EL only) <sup>3</sup>																		
Student Marks Answers in Test Book (not for online assessments)																		
Student Reads Test Aloud to Self																		
Test Read Aloud (in English)																		
Description:																		
Multiple Testing Sessions	___ More Frequent Breaks (Every ___ Min.)																	
	___ Over Multiple Days (Number of Days___)																	
	___ Other _____																	
Scheduled Extended Time	___ Approximately _____ minutes																	
	___ Other _____																	
Testing in a Separate Room	___ Small Group (group size _____)																	
	___ One-on-One																	
Other (specify): <sup>4</sup>																		

<sup>1</sup> Online testing is available for all state mandated assessments *except* NCEXTEND1 English Language Arts/Reading and Science.

<sup>2</sup> Dependent upon the platform used to provide the student's general assessment (online vs. paper-and-pencil), some accommodations may be nonapplicable or unavailable.

<sup>3</sup> Only students with disabilities who are also identified as English Learners (ELs) and have scored below Level 5.0 Bridging on the reading subtest of the WIDA Screener™/ACCESS for ELLs 2.0® are eligible for this accommodation.

<sup>4</sup> In order to be used on the state assessments, "other" accommodations must be approved by the North Carolina Department of Public Instruction (NCDPI). To request approval, a Special Accommodation Request (available from the school test coordinator) must be submitted to the LEA test coordinator.